|  |
| --- |
| SYLLABUSInstitute of Social Sciences |
| Course Code | **Course Title** | **Credits** | ECTS Value |
| ELT 541 | Critical Discourse Analysis | (3-0) 3 | 7 |
| Prerequisite Courses: | None |
| Course Language: | English | **Course Delivery Mode:** | Face to Face |
| Course Type and Level: |  Elective /MA/ 1st Year/Fall Semester |
| Instructor's Title, Name, and Surname | **Course Hours** | **Office Hours** | Contact |
| Asst. Prof. Dr. Betül Altaş | Friday: 16:30-19:30 | Fri: 12:00-14:00 | betulaltas@cag.edu.tr |
| Course Coordinator: | Asst. Prof. Dr. Betül Altaş |
| Course Objectives This course aims to provide the students with the essential knowledge of Critical Discourse Analysis theories and methods, and application of Critical Discourse Analysis in oral, written and visual texts. |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | Relations |
| Program Outcomes | Net Contribution |
| 1 | identify and explain the principal theories of critical discourse analysis. | 1, 5 | 4, 5 |
| 2 | critically evaluate and apply the theories and methods of critical discourse analysis through the analysis of selected texts. | 6, 8 | 4, 5 |
| 3 | demonstrate and enhance critical literacy skills by questioning implicit meanings, ideologies, and power relations in discourse. | 6, 8, 9 | 4, 5, 5 |
| 4 | examine and synthesize recent developments in the field of Critical Discourse Analysis. | 1, 7 | 5, 5 |
| 5 | produce and present research findings in Critical Discourse Analysis through academic writing and oral presentations. | 7, 10 | 5, 5 |
| Course Content: | This course begins with an introduction to the theoretical and methodological foundations of Critical Discourse Analysis. It then focuses on the critical examination of oral, written, and visual texts using established approaches in the field. Students will explore how language constructs and reflects social relations, power structures, identities, and knowledge across diverse contexts. Through text analysis, discussion, and research-based activities, learners will engage with contemporary debates, apply analytical methods to real-world discourse, and develop critical literacy and academic research skills. |
| Course Schedule (Weekly Plan) |
| Week | **Topic** | **Preparation** | Teaching Methods and Techniques |
| 1 | Overview of course Introductions/What is Discourse? *James Paul Gee* | Textbook (1) Chap. 2 | Interactive lecture, small-group discussion, brainstorming, |
| 2 | What is CDA?*Ruth Wodak* | Textbook (2) Chap. 1,Article Handout | Student-led discussion, think-pair-share, collaborative concept mapping |
| 3 |  Language, Ideology and Power, *Mikhail Bakhtin* | Article handouts | Pair/group text analysis, guided debate |
| 4 | Language, Ideology and Power, *Mikhail Bakhtin* | Article handouts | Guided critical reading, Student-led discussion, debate |
| 5 | Multidiciplinary CDA: a plea for diversity *Teun A. Van Dijk* | Textbook (2) Chap. 5 | Lecture, guided critical reading, Q&A |
| 6 | Multidiciplinary CDA: a plea for diversity *Teun A. Van Dijk**\*In-class task* | Textbook (2) Chap. 5 | Analysis of the discourse sample, peer/group discussion |
| 7 | Multidiciplinary CDA: a plea for diversity *Teun A. Van Dijk* | Textbook (2) Chap. 5 | Analysis of the discourse sample, peer/group discussion |
| 8 | Midterm Exam |  | *\*Mid-term Assignment submission by handing in.* |
| 9 | Figured Worlds and Discourses of Masculinity: Being a Boy in a Literacy Classroom*Josephine Marsh & Jayne C. Lammers* | Textbook (1) Chap. 5Article Handouts | Student-led discussion ,Structured classroom debate on *gendered discourses* in education |
| 10 | Figured Worlds and Discourses of Masculinity: Being a Boy in a Literacy Classroom*Josephine Marsh & Jayne C. Lammers* | Textbook (1) Chap. 5Article Handouts | Analysis of the discourse sample, peer/group discussion |
| 11 | Semiotic Aspects of Social Transformation and Learning*Norman Fairclough* | Textbook (1) Chap.6 | Interactive lecture, guided critical reading, instructor-led discussion |
| 12 | Semiotic Aspects of Social Transformation and Learning*Norman Fairclough* | Textbook (1) Chap.6Article Handouts | Analysis of the discourse sample, peer/group discussion |
| 13 | Semiotic Aspects of Social Transformation and Learning*Norman Fairclough* | Textbook (1) Chap.6,Article Handouts | Analysis of the discourse sample, peer/group discussion |
| 14 | Individual Presentations  | Student presentation | Individual study/in-class presentation |
| 15 | Individual Presentations | Student presentation | Individual study/in-class presentation |
| 16 | Final Exam  |  | *\*Final Project Submission by handing in.* |
| Course Resources |
| Textbook: | Rogers, R. (Ed.). (2004). An introduction to critical discourse analysis in education. Mahwah: Erlbaum.Wodak, R., & Meyer, M. (2001). Methods of critical discourse analysis. London: Sage. |
| Recommended References: | - |
| Course Assessment and Evaluation |
| Activities | **Number** | **Percentile** | Notes |
| Midterm Assignment | 1 | %30 | Midterm Assignment |
| Project | - | - |  |
| Assignment | - | - |  |
| Presentation | 1 | %10 | Individual in-class presentation |
| Task | 1 | %10 | In-class task  |
| Final Project | 1 |  %50 | Final Project |
| ECTS Table |
| Content | **Number** | **Hours** | Total |
| Course Duration | 14 | 3 | 42 |
| Out-of-Class Study | 14 | 3 | 42 |
| Task  | 1 | 20 | 20 |
| Presentation | 1 | 20 | 20 |
| Project | **-** | **-** | - |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | 1 | 32 | 32 |
| Final Exam (Final Exam Duration + Final Exam Preparation) | 1 | 42 | 42 |
| Total: | 198 |
| Total / 30: | 198÷30≈6,6≈7 |
| ECTS Credit: | 7 |

|  |
| --- |
| Past Term Achievements |
|  |  |
|  |  |